

5. What obstacles do you see in obtaining the "highly qualified" teacher status?

Certified Teachers Teaching 0 - 5 Years

Staff development, with all staff held accountable to attend and uphold their professionalism (ID 178)

Finding time to go back to school and money (ID 38)

Not all teachers have completed a teacher prep. program--Some are community members filling in because districts can't find qualified teachers (ID 159)

Teachers who have been in the field for many years will be forced to take extra classes (ID 160)

The distance to classes and the number of classes offered are sometimes obstacles--Money and time also factor in (ID 161)

None (ID 163)

Teaching my first year and completing college courses in the evening (ID 63)

South Dakota is obviously a rural area--In many instances it's difficult to "find" HQ teachers in certain subject areas (ID 61)

None--I am going to be working on my masters in computer education and technology in December (ID 171)

The classes that I need are not offered in my area--They are not offered in the evening or summer time either (ID 157)

Funding (ID 141)

Getting the credits needed while living so far from a post-secondary institution (ID 176)

It is hard to find teachers that are highly qualified and hard to keep them in small towns with little pay (ID 181)

No Child Left Behind is unrealistic (ID 184)

As an educator entering the state of South Dakota teacher's system, I was concerned that there was not reciprocity with Nebraska (ID 186)

Answer to #1--Certified teacher for 2 months--Answer to #5--None--I did have to look up what it totally meant though (ID 187)

It may be hard to fill all high school positions in rural areas (ID 48)

Finding schools that offered what I taught in the first years otherwise nothing (ID 193)

Not enough teachers (ID 204)

Additional course work--testing--time (ID 205)

Answer to #2--K-6--513 7-8--114 9-12--179 Answer to #5--As teachers we are so busy trying to stay current with state and federal standards that are always changing that I see no way to keep highly qualified teachers as described by NCL (ID 212)

We live very far from a college but we are very lucky because our school is active and works to help us become highly qualified (ID 213)

I am qualified so Northern State University prepared me well--As for what qualified means, no one ever explained it, and I'm still not sure what it means (ID 129)

Cost of continuing education vs. salary compensation (ID 91)

Don't see any obstacles (ID 92)

5. What obstacles do you see in obtaining the "highly qualified" teacher status?

Access to and cost of professional development, quality of professional development in relationship to subject area being taught (ID 94)

I think teacher and aide pay really come into play when you are talking so much extra time and money for classes--The aides in our school cannot afford to put more time into something that pays less than a waitress (ID 95)

I really do not see any real obstacles--I became highly qualified by taking the Praxis Exam while going to college--Although this was a problem for me I know a few teachers who did not have three years experience under their belt--They had a difficult time figuring when to take all the exams to become highly qualified (ID 102)

I am teaching special education at the middle school--high achieve level it would be hard to be qualified in each academic area (ID 108)

In small schools many teachers have to teach a variety of subjects which makes it difficult to reach highly qualified status in all subjects (ID 109)

Time and money (ID 117)

Changing jobs (ID 158)

Finding a school that offers the classes I need--on-line, correspondence, or video (ID 76)

I have a masters degree in teaching and in history but I am not certified to teach economics (ID 50)

In rural South Dakota, we now have to find a good teacher that is also highly qualified--Sometimes these are not the same person. There is not enough flexibility to allow for common sense--Credentials do not make you a good teacher (ID 131)

None (ID 74)

Funding--will it be carried through (ID 138)

Being deemed "highly qualified" in all subject matters required by certain teaching positions (ID 69)

Not finding classes to fit into my schedule (ID 146)

Answers to #1--Certified teacher until 2007 in Social Studies--Working on certification in 9-12 English--Obstacles--Flexibility of classes needed--universities need to be more flexible with some classes--The cost of becoming certified is also a slight problem with the cost of classes (ID 147)

If a teacher changes positions, for whatever reason, they start over basically (ID 148)

I just graduated a couple of years ago and so I became highly qualified quite easily through school--I think it's a lot of work for those teachers who didn't have the luxury of obtaining it all in school (ID 66)

In rural areas I imagine it is difficult to attract teachers with the required qualifications (ID 150)

Providing the funding for further development of teachers through various classes, testing, etc. (ID 121)

Working and going to school is tough. Summer school is a drain on the pocket book twice. Once for school expenses and once with no summer work. (ID 18)

Doing the classes to become highly-qualified. If some schools don't help pay for classes. (ID 8)

Low salaries--poor attendance Answer to #2--grades 7 - 8--52 (ID 227)

Class scheduling for the courses needed (ID 235)

Pay (ID 228)

5. What obstacles do you see in obtaining the "highly qualified" teacher status?

No teacher incentives (pay off sub and unsub loans)--More expectations with very little pay (lowest of 50 states) (ID 244)

As an art teacher, keeping myself "highly qualified" is rather fun. The obstacle for me would be finding the money to take additional courses. (ID 25)

None (ID 7)

Smaller schools meeting required classes for graduation without hiring a teacher to teach only one class (ID 27)

The time it takes to be "highly qualified". (ID 9)

No obstacles (ID 6)

Criteria recommendations (ID 229)

Not many classes are offered during the summer. (ID 11)

Funding for people who want to be highly qualified--Time to do it (ID 236)

Meeting state requirements - Need to student teach for extra endorsements while holding a fulltime teaching job. (ID 2)

I teach in a small school where I am required to teach many different subjects--In order to get a job, I went back to school to get an endorsement in geography--Because I was hired to teach geography, and it was not on terms of my employment, I did not receive help from the school district paying for these classes--I also ran into an obstacle when I realized that SD law does not support any but campus-based classes when helping teachers pay for tuition--I was taking the classes that I needed by correspondence and on the DDN-which was very convenient as it was during the school year but VERY expensive--Paying out of pocket \$1,000 in 9 months was nearly impossible--I may be asked by administration to teach some political science courses and the school board has agreed to help with tuition when an employee is asked to teach a new class but only in that case--Still, it may not be possible to get the 9 credit that I need for the endorsement on-campus so I will still be faced with nearly \$1,000 more in tuition costs--IDEALLY, SD law would change so that teachers can take internet based or correspondence classes--ESPECIALLY DDN classes--and still be awarded on half tuition rates--It is nearly impossible in this day and age for teachers to go to a college campus to take a full summer of classes--I know that I cannot as I work full-time during the summer--So my ONLY option was to take these classes non-campus based and pay 100% out of pocket (ID 51)

No local classes offered during summer or evening that I haven't already taken (ID 242)

Low wages in state--No incentive--Not enough in-class aids (ID 230)

Some students will never be able to read, do math, or have the language arts skills equal to the grade they are in (ID 241)

None (ID 5)

None (ID 30)

Certified Teachers Teaching 6 - 10 Years

Having the time and availability to college classes (ID 65)

Not enough teachers to fill vacancies regardless of highly qualified or not (ID 243)

Pay (ID 164)

I don't see any obstacles at this time--My only concern is are we evaluating teachers based on student performance on achievement testing (ID 153)

I was highly qualified when I graduated from college so I didn't have any worries (ID 152)

5. What obstacles do you see in obtaining the "highly qualified" teacher status?

For existing teachers, it may be difficult to pay for extra classes if the district doesn't reimburse you (ID 75)

Smaller school districts being able to fill all the positions. (ID 12)

Time and financial incentives may be an issue for many young teachers (ID 68)

Aides in the buildings that have been there for 15 plus years--Them going back to get qualified (ID 70)

The main obstacle I believe is getting graduated high school to enter the teaching profession (ID 71)

Getting the actual experience--the 3 years--may be difficult if you are in a school that is on alert (ID 175)

It is difficult for small schools to fill all positions with highly qualified teachers in all areas when teachers have to teach many different subjects (ID 77)

Schools with smaller staffs usually ask their teachers to teach numerous preps each day and they may or may not fall in the same subject area--Administration are usually forced to look at what their staff can teach, and if there is a class to be offered that no one may be highly qualified in someone who is most qualified will be teaching it--The variety of classes offered at large districts cannot be offered at small districts--the small districts need to try and offer classes that will best take advantage of their student body talents and interests which may mean creating classes that aren't normally offered or the staff may not be highly qualified to teach (ID 124)

To be able to become certified in science via the internet (ID 116)

For new graduates the cost of the tests are quite expensive and could be a barrier when making the decision to take or not complete them--In these cases the better teacher isn't always measured whether they've passed this test or not--Hopefully many more qualifications are considered when hiring our future teachers (ID 82)

None--I am highly qualified in my area of teaching (ID 107)

In small schools one person may be asked to cover a variety of classes making being highly qualified rather difficult in all the areas (ID 106)

Special education teachers that are expected to teach every discipline (ID 105)

The cost of passing test for each class you have to teach, like in science (ID 100)

Cost prohibitive - we are so far away from state universities. (ID 3)

I have not been made aware of the "list" of criteria for being a "highly qualified" teacher (ID 54)

I don't know what "highly qualified" means--Also answer to #8 (I don't know) (ID 72)

Possibly funding--unsure Time (ID 213)

Elementary teachers have many subjects to teach--Very hard to be highly qualified in all (ID 194)

Smaller schools where a teacher teaches several different courses instead of several classes of the same course--Grandfathered teachers have no problem, but new teachers really have to earn several majors to qualify to teach or else specialize and not get hired. Also, teachers grandfathered can never leave the state without forfeiting a number of courses as their status will drop (ID 44)

Distant areas are difficult to serve; Internet is a "tough" route to go. (ID 16)

It seems to me that high school/middle school teachers face the biggest obstacles with keeping endorsements on their certificates (ID 41)

Expecting special education teachers to be certified in every subject area is unrealistic--This would be the case if you have a student in the resource room all day (ID 39)

Time and distance (ID 226)

5. What obstacles do you see in obtaining the "highly qualified" teacher status?

None (ID 198)

Time (ID 216)

Many of the courses offered to add to my qualification really don't apply to courses I'm teaching--The courses only qualify me "on paper" (ID 45)

Certified Teachers Teaching 11 - 20 Years

Lack of school funds and budgets for continued professional development--Low salaries are keeping younger college students from wanting to pursue a career in education (ID 197)

Many teachers have strengths in teaching areas but not a piece of paper that says so--Another obstacle is finding the time to become highly qualified as defined by NCLB--They need to revise highly qualified definition--If you have taught many years in some subject area, you should be highly qualified without a paper saying so (ID 151)

I believe the biggest obstacle would be the ability to finance college credits needed to become highly qualified (ID 130)

Since 1986 (ID 118)

Having classes that you need offered when you can take them--Cost--Many teachers have additional jobs so taking time off from their jobs to take the additional classes, compounded with the costs of the class, make it hard (ID 201)

None (ID 123)

Those in charge of the education system in the State of South Dakota--The Governor of the United States (ID 122)

In some smaller districts--to be able to offer a variety of classes this requires hiring of staff they can't afford or at part-time which many teachers don't want (ID 170)

Some obstacles would be getting teachers the proper training that they need and time and expense (ID 79)

Finding the time for training of staff (ID 24)

Opportunities and funding to obtain more credits (ID 127)

Class offerings and times could be an obstacle (ID 220)

In a small school district such as ours, some teachers would be needing qualification in numerous things--They'd be going to school forever (ID 37)

Time and money (ID 217)

Over-crowded classrooms (ID 93)

Smaller schools might have difficulty recruiting highly qualified teachers and teachers who need to pick up credits may not live near colleges offering them (ID 215)

I believe the major obstacle would be money for extra credits--Another obstacle would be time (ID 97)

It is going to be very hard to gain or be motivated to get additional endorsements (ID 81)

I think it will be difficult for the aides to get the credits they need--cost, time, desire--Also in schools that have difficulty even getting qualified certified teachers it will be extra hard to get qualified helpers (ID 99)

none (ID 29)

Answer to #2--K-6--513 7-8--114 9-12--179 Answer to #5--None (ID 210)

5. What obstacles do you see in obtaining the "highly qualified" teacher status?

Answer to #2--K-6-- 513 7-8--114 9-12--179
with higher pay and less pressure (ID 209)

Answer to #5--Many young teachers may look at other fields of work

The cost of course work (ID 110)

I see the cost of the tests as an obstacle and the timing of the test in accordance with summer hiring (ID 83)

To get a major in a certain area, classes need to be taken at the same school for the most part--As a working person, this is difficult (ID 112)

That teachers who are highly qualified will leave the state because of the low wages (ID 113)

With teacher shortage, are districts always going to be able to hire highly qualified teachers? Also, small school districts need to adjust staff to fill positions (particularly in secondary ed) (ID 86)

Time and money and distance of colleges from my home (ID 64)

None (ID 134)

Rural schools being able to attract highly qualified (ID 154)

Few, except in a small school where a math teacher may have to fill in and teach an art class for a semester--I liked the old "Authentic to Act" in those isolated examples--But I do believe in major areas of study all teachers should be highly qualified (ID 183)

There are not as many people interested in becoming teachers because of teacher salaries (ID 182)

None--I would like to take the state test just to see what it is like--I will probably do that in the near future (ID 180)

In SD, the biggest obstacle is the number of areas a teacher may need to be "highly qualified." In small schools, no one teaches in just one area. (ID 10)

Low pay for individuals (ID 239)

Answer to #2--673 students are enrolled in grades 5-8--Answer to #5--When enrollment is down, teachers may have to teach in several subject areas--Most middle school and high school teachers are only highly qualified in one or two areas (ID 185)

In our small system a teacher will have to cover a large number of disciplines (ID 233)

Some districts will have a hard time finding teachers (ID 165)

None--our state offers several exceptional teaching programs at its universities (ID 166)

I feel if one is authorized by the state to teach classes in a subject area, one shouldn't need three years experience too (ID 88)

No Obstacles (ID 14)

It's hard to recruit HQ teachers in many small school districts (ID 60)

Possibly our rural areas may not be able to draw--especially at high school--Our country schools that go into Jr. High are not going to be endorsed in all (ID 179)

Time away from work and financial burden (ID 22)

Time and money (ID 46)

Obstacles--Well, the shortage of teachers in some areas is of major concern (ID 144)

Time--Courses available (ID 155)

5. What obstacles do you see in obtaining the "highly qualified" teacher status?

Obstacles--time to complete the requirements, take the classes, while working full-time--Another obstacle is knowing exactly what class(es) must be taken, where you can take them, and then ensuring the State Department recognizes what you have done (ID 1)

None (ID 20)

No room for the art of teaching--No room for decision-making, creativity--Solving a problem--No room for leadership--We are getting further and further behind--The learning process and how we learn, how learning takes place is becoming more and more (ID 246)

The cost and time that it takes to take the classes (ID 191)

It may be especially difficult in lower populated areas. (ID 23)

Certified Teachers Teaching More Than 20 Years

Living in a rural area (ID 49)

Present teachers in rural schools have been teaching in minor areas of preparation. The amount of additional hours required to become highly-qualified could present additional hardship on the individual in terms of finances and time. (ID 17)

I don't believe that ensuring through education that a teacher is highly qualified necessarily makes that individual a good teacher (ID 11)

None (ID 15)

It is difficult for small rural schools--It also penalizes and even prohibits outstanding and dedicated educators who may be "highly qualified" in every true sense of the word except on "paper" (ID 67)

High school teachers who teach several different subjects (especially in small schools) will have the most trouble (ID 42)

Maintaining proficiency status in reading and math (ID 87)

Just that everyone has to be a 1st year teacher at one time--This does not mean that they are not great teachers (ID 85)

Some teachers may find it difficult to attend classes to be able to cross over and teach in more than one area (ID 84)

Time--Cost (ID 80)

Teachers in smaller schools having to cover more course offerings and small schools trying to hire teachers (ID 34)

Small schools where teachers are required to teach many different courses (ID 78)

Courses being offered at opportune times and in relatively convenient locations--The expense can be somewhat prohibitive because of low SD teacher pay (ID 47)

If the colleges are doing their part and offering the appropriate classes and instruction there should be no obstacles in obtaining "highly qualified" teacher status (ID 43)

The difficulty of taking college courses in the field of study along with the cost of the courses (ID 40)

None (ID 36)

Finding teachers for small schools that are "highly qualified" in many different areas (ID 33)

Time (ID 56)

No obstacles. (ID 4)

5. What obstacles do you see in obtaining the "highly qualified" teacher status?

In small schools, teachers are often needed to teach in areas other than their major fields--This is especially a problem for new teachers who have not had the 3-year experience opportunity--I believe a minor in an area should be sufficient--Also, more classes should fit under a broader area (i.e., Speech under English) otherwise it's going to be nearly impossible to meet this criteria and/or young teachers being able to find a position without taking a huge number of classes (ID 203)

Answer #4 Small school districts have difficulty finding and employing highly qualified teachers (ID 142)

Many areas earmarked as having socio-economic problems tend to have difficulty obtaining the qualified staff desired (ID 221)

I do not see any obstacles in obtaining the highly qualified teacher status (ID 219)

None (ID 218)

I don't see any obstacles for myself or most elementary teachers--It may be more difficult on the high school level (ID 214)

The big obstacles are no home-broken home--new school every year situation that teachers must face The sad part is that these students have no control over these problems (ID 223)

None (ID 206)

It is extremely difficult to expect that all students will meet qualifications (ID 224)

As standards change and small schools cut staff, having a highly qualified staff will become a challenge--Too many young people not going into education fields due to low salaries (ID 199)

My understanding is the teacher will be well trained in that field--In a small school, to find teachers highly qualified to cover all of the subjects would be a problem--Sometimes we cover to the best of our ability in areas we aren't really ready for (ID 196)

If obtaining high quality status takes you from your classroom numerous times, I consider that an obstacle (ID 195)

Time and cost for teachers and districts to attend trainings (ID 192)

Time--some classes are not offered during summer--Cost (ID 190)

Having each child at the same level of learning (ID 189)

Answer to #2--K-6--513 7-8--114 9-12--179 Answer to #5--None--As long as schools support and mentor beginning teachers and provide for professional development for experienced teachers--the qualifications are not difficult (ID 211)

Some teachers may not want to go back to school. There are excellent teachers that do not meet the criteria for "highly qualified". Educators may leave to go into another field. (ID 19)

We had very few applicants for the openings we had (ID 53)

I think the obvious disadvantage is the cost factor for small school hiring HQ teachers for all subject areas--I currently teach 6 subjects with endorsements in each outside my major of political science (ID 52)

Small schools need to use one teacher to cover many areas (ID 32)

I am teaching in my major field and have a masters degree so there were no obstacles for me--I don't see the requirements as a serious hurdle (ID 31)

Hiring of HQ teachers to fit the "unique" needs of rural classes (ID 28)

Money earned for time spent qualifying and other extra expenses does not balance cost (ID 222)

Teachers having to teach multiple areas in rural schools - very difficult to get a major in each area - impractical (ID 21)

5. What obstacles do you see in obtaining the "highly qualified" teacher status?

In smaller schools the teacher may be required to teach several subject areas--The time and course work may not be available and affordable--Distance will also be an issue (ID 174)

Not sure about the details of highly qualified teacher (ID 245)

Easy enough to become fully certified, but people do not wish to work in education because of a young person have a complete disregard and respect for teachers, materials, equipment, and each other--No Child Left Behind would not be needed and will not be successful until parents take control of their kids--No amount of teacher training will alleviate the problem (ID 240)

None--I am certified in all 3 areas in which I instruct (ID 237)

Pay, working conditions, respect, professionalism, independence, interference from politicians (ID 234)

Not enough money--Too much paperwork (ID 231)

The NCLB law is unrealistic (ID 225)

The greatest challenges are for special education teachers and schools who cannot attract HQTs due to size, location, pay. Availability of courses at available institutions is also a challenge for teachers in more isolated areas--cost is an issue (ID 26)

It is my understanding that I have achieved this status (ID 114)

Highly qualified may be interpreted in different ways--To some it may mean being in teaching for you--to others it may mean having masters, etc. (ID 132)

Sometimes the courses needed are not available and time may be difficult to find to complete the requirements (ID 128)

As a junior high, high school special education teacher, I would need to be highly qualified in almost all areas at one time or another depending on my students needs (ID 126)

None (ID 125)

For me personally, I do not see any obstacles--However, I do see a problem for new teachers without a state test (ID 120)

None (ID 188)

None (ID 115)

Too many small schools are running on a "bare bones" faculty and those teachers are being asked to teach in areas they are not qualified for (ID 136)

For some teachers it is getting all the hours for every class--High school math and science teachers are good examples (ID 111)

Some teachers who need many hours of credit to qualify may have trouble finding time to take those classes (ID 103)

Time may be a factor for some--Another obstacle will be encountered when a teacher wants to transfer to another position within the district when staff cuts are made--After 2006 there won't be time to become highly qualified after a transfer (ID 101)

"Funding and time"--The main obstacles in reaching this status is that time is not given for learning and strengthening teaching skills and no funding to support programs needed for all this to happen (ID 98)

SD needs to develop a "test" or something for students who just graduated so they will be qualified and can be hired their first year of college--Too many great graduates leave our state because SD doesn't recognize them as highly qualified (ID 96)

In small schools, teachers often teach many subjects--It could be difficult for one person to be highly qualified in multiple subjects (ID 90)

None (ID 119)

5. What obstacles do you see in obtaining the "highly qualified" teacher status?

The biggest obstacles seem to be in grades 9-12 where teachers should be teaching in an area of their major rather than a minor (ID 149)

The element of time for teachers to take the necessary classes (ID 89)

None (ID 173)

If the requirements do not change I do not see any serious obstacles--Teachers in rural areas may have difficulty working toward certification due to distance to a higher education institution--Hopefully, classes on internet can alleviate that problem (ID 172)

It is difficult for employees to upgrade due to financial and time burden for the amount of money involved in pay raises (ID 169)

Competition between states to get teachers--High cost of higher education--Hard to graduate in four years from college (ID 168)

Salary levels (ID 167)

I do not see any obstacles (ID 133)

Passing a test doesn't mean someone is or can be a highly qualified teacher--It is unrealistic to expect secondary and special education educators in small school districts to have a major in all subject areas (ID 156)

No obstacle in my area (elementary) (ID 135)

I do not see any obstacles (ID 55)

Obstacles--Smaller school districts finding teachers to fill certain positions (ID 143)

Smaller and larger schools are cutting back on staff, which causes teachers to take on a class outside their major occasionally. Teachers are stretched beyond their qualifications. (ID 1)

Funding and time (ID 139)

None (ID 137)

The only obstacle I would see is if the third requirement was too strict as required by state law (ID 177)

Low pay--High stress--Lack of time to get everything accomplished in time allotted (ID 162)